

Teaching the Tools and Practices of Writing Across the Curriculum EDRE 4860.013 Spring 2025

Class Meeting: Monday: 1:00-3:50 pm

Instructor Information

Dr. Rachel Ranschaert (she, her, hers)

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- Student hours: Monday 10am-1pm

Course Description, Structure, and Objectives

Catalogue Description: The purpose of this course is to provide preservice teachers with instruction and practice in the teaching of writing related to purpose, audience, and content. Emphasis is given to process writing and the teaching of writing in all content areas, including the use of technology and multiple modes, in order to introduce or give students practice with the writing conventions of a discipline and to help them gain familiarity and fluency with specific genres and formats typical of a given discipline.

Course Goals

In this course, preservice teachers will:

- Develop an expanded understanding of writing and composing;
- Practice teaching writing using audience, purpose, and content to inform teaching;
- Engage in asset-based, appreciative assessment to plan for instruction;
- Consider the demands of composing in all content areas, genres, and modes, including technology and multimodalities;
- Develop an understanding of the interconnectedness of writing and reading.
- Develop an understanding of the content of the science of reading.

Students will further explore:

- Learning within a community of practice;
- Expansive vs restricted views of what counts as writing;
- Models for assessment of composing;
- Teaching as relational and responsive;
- Inquiry and reflection as essential to writing; and
- Reading and writing as reciprocal processes.

Course Prerequisites

EDRE 3350; Admission to Teacher Education Program.

Concurrent enrollment in EDRE 4850; EDEE 4350; EDSP 4350; EDCI 4010.

Required Field Hours

This course contains a required field experience at an off-site location for two days each week. Some of your assignments will be coordinated in this practicum setting.

PLEASE NOTE: A Criminal Background Check is required.

Required/Recommended Materials

- Bomer, K. and Arens, C. (2020). *Writing Workshop Essentials: Time, Choice, Response*. Portsmouth, NH: Heinemann.
- Tompkins, G. *Teaching Writing: Balancing Process and Product (7th Edition)*
- Articles: Additional readings will be drawn from the professional literature on writing and literacy. The readings will be posted on Canvas.
- Technology requirements:
 - o At times, we will be working on digital assignments together in class. Please bring a device to use for these activities.
 - o This course has digital components. To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System. If circumstances change, you will be informed of other technical needs to access course content. Information on how to be successful in a digital learning environment can be found at [Learn Anywhere \(https://online.unt.edu/learn\)](https://online.unt.edu/learn).

Course Requirements/Schedule

NOTE: This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance; it is as accurate and complete as possible. The instructor reserves the right to make any changes deemed necessary and/or appropriate.

ASSIGNMENT OVERVIEW		
Assignment Name	Due Date	Percentage of Final Grade
Your Writing Story	February 3	5%
Field Observation and Analysis of Writing Instruction	March 3	10%
Writing Mini Lesson & Reflection	Ongoing	10%
Reading Response Papers	January 31 February 28 March 31 April 20	15%
Grammar Quizzes	February 24 April 14	10%
In-Class Activities	Ongoing	10%
Writing Portfolio & Reflection	April 28	10%
Writing Unit	May 5	20%
Attendance, Participation, and Professionalism	Ongoing	10%

MAJOR ASSIGNMENT DESCRIPTIONS

Your Writing Story

For this assignment, you will craft a writing autobiography that reflects on your experiences with writing both in and outside of school throughout your life. Consider how these experiences have shaped your attitudes, strengths, and challenges as a writer. Critically analyze how your voice was positioned in your writing education.

Field Observation and Analysis of Writing Instruction

Students will observe writing instruction in their field placement classrooms, focusing on instructional strategies, differentiation, and student engagement. They will analyze the effectiveness of the observed practices and reflect on how these insights can inform their future teaching.

Writing Mini Lesson

During the semester, you will teach a writing mini lesson to the class. In your presentation, you'll explain what the topic is, show how it appears in some mentor text, and model how you might teach it to children.

Writing Unit

At the end of the semester you (and a partner if you choose) will design a writing unit centered around a mentor text of your choice. The unit will take into consideration the elements of lesson planning learned over the course of this class.

Writing Portfolio and Reflection

Your writing will be a central part of this course. You are expected to keep a writing journal and engage in writing activities throughout the semester. At the end of the semester, you will prepare a writing portfolio which contains 2-4 pieces of your writing which have gone through the writing process. You will also complete a reflection on writing and the teaching of writing.

Reading Response Papers

Students are responsible for completing each week's readings prior to class meeting. These readings will be discussed and incorporated into each lesson. Then, at the end of each month, you will write a response paper incorporating your connections to the readings, moments of tension, and lingering questions.

Grammar Quizzes

Throughout the course, we will be incorporating grammar topics that teachers of EC-6 students need to know. At two points during the semester, you will have quizzes over these topics to ensure you're ready to answer the questions your students bring.

In-Class Activities

Over the course of the semester, we will complete a variety of in-class activities that allow you to approximate curriculum planning, implementation, and assessment.

Attendance, Participation, and Professionalism

Teachers are required to exhibit a high degree of professionalism with their students, colleagues, administrators, parents, and members of the community. Student teaching is a

time for you to begin practicing professional characteristics such as, reliability, integrity, flexibility, punctuality, and openness as you work with your mentors and classmates. This includes attending class, arriving to class on time, being prepared by fulfilling all written assignments and responses from course readings, and engaging actively during in-class experiences.

Students will be notified by Eagle Alert if there is a campus closing that will impact a class. Should class be cancelled assignments may be modified. [Emergency Notifications and Procedures Policy \(https://policy.unt.edu/policy/06-049\)](https://policy.unt.edu/policy/06-049).

EVALUATION AND GRADING:

90-100% =A; 80-89% =B; 70-79%= C; 60-69%= D; Below 60%= F

Attendance

This course is designed and organized to be highly collaborative and interactive. Our sessions will involve small and whole group activities and discussions. Therefore, your attendance and participation are essential to the learning of everyone in our course. It is very difficult to be enriched by discussions and collaborations if you are not physically present or prepared for class. University policy 06.039 will be followed for attendance problems. If necessary, students may miss one class with a valid excuse (see university policy for excused absences) and not face penalties related to their grade (yet students are encouraged to save this absence for illness or emergencies that may arise). Students must let the instructor know as soon as possible if they will be missing class. It is the students' responsibility to obtain all notes and handouts missed during their absence. All assignments are due on dates indicated on the syllabus regardless of student absences. A second absence will result in a loss of points from the total grade. In the event that a student misses four or more classes, they will receive a failing grade. Students who miss more than one hour of class will be considered absent from that class meeting. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor's discretion (arriving more than 15 minutes late or leaving more than 15 minutes early). Please note: it is the student's responsibility to drop this course, if necessary.

# of Absences	Total participation points for the class (<i>out of 10 points</i>)
0 – 1	10
2	7
3	3
4 or more	You will automatically receive an F for your final grade

How to Succeed in this Course

Communicating with your Professor

I am here to support your learning in and outside of our class meetings. Feel free to reach out to me with additional questions or for additional support.

Emails to your instructor regarding course assignments and other class business should be sent at least 48 hours prior to the due date or date of meeting. You may expect a response to email correspondence within 24 hours during weekdays. Please note that this time frame may be extended during the weekend. Your instructor will not respond to emails/other methods of communication between the hours of 5:00 p.m. and 8:00 a.m. Please plan accordingly! If you don't receive an update within the timeframe stated above, please send a follow up email. A gentle nudge is always appreciated!

Recording in Class

Unless a student has a documented accommodation with ODA, class sessions should not be video/audio recorded. If a student must record due to accommodations, those recordings may not be distributed.

Generative AI Statement

Throughout the semester, you will or may use specific Generative AI (GenAI) tools for certain assignments with guidance on responsible use. Acceptable tools include Grammarly, spellcheck, predictive text, speech-to-text, and translation tools. These assignments help build ethical resilience and GenAI literacy, preparing you for careers in a GenAI-oriented workforce.

In accordance with the UNT Honor Code, unauthorized use of GenAI tools (such as Claude, ChatGPT, and Gemini, among others) is prohibited. Using GenAI content without proper credit or substituting your own work with GenAI undermines the learning process and violates UNT academic integrity policy. If you're unsure whether something is allowed, please seek clarification.

ADA accommodation statement:

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website (<https://studentaffairs.unt.edu/office-disability-access>). You may also contact ODA by phone at (940) 565-4323.

Academic Integrity Standards

Every student in my class can improve by doing their own work and trying their hardest with access to appropriate resources. Students who use other people's work without citations will be violating UNT's Academic Integrity Policy. Please read and follow this important set of [guidelines for your academic success](https://policy.unt.edu/policy/06-003) (<https://policy.unt.edu/policy/06-003>). If you have questions about this, or any UNT policy, please email me or come discuss this with me during my office hours.

Academic Success Resources

UNT strives to offer you a high-quality education and a supportive environment, so you learn and grow. As a faculty member, I am committed to helping you be successful as a student. To learn more about campus resources and information on how you can be successful at UNT, go to unt.edu/success and explore unt.edu/wellness. To get all your enrollment and student financial-related questions answered, go to scrappysays.unt.edu.

Supporting Your Success and Creating an Inclusive Learning Environment

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together.

Course Schedule

*This calendar is a living document and subject to change over the course of the semester.

Week #	Date	Topics	Assignments Due	TEA Ed. Prep Standards
1	Jan. 13	Welcome, Course Overview, Teaching Writing in 2024	Student Information Survey	8.1s, 8.2s
2	Jan. 20	No Class: MLK Day		
3	Jan. 27	TEKs Analysis, Introduction to Mini-Lessons, Writing Process	TEKs Analysis (in class) Reading Response Paper #1 Due 1/30	8.2k, 8.4k, 8.1s, 9.7k, 9.4s,
4	Feb. 3	Mini Lessons continued	Your Writing Story	8.1s, 8.2s, 8.3s, 9.7k, 9.4s
5	Feb. 10	Writing Development	Mini lesson quick plan (in class)	8.1k, 8.6k, 8.3s, 9.1k, 9.2k, 9.3k, 9.3s, 9.7k, 9.2s, 9.4s
6	Feb. 17	Teaching Writing with Mentor Texts and Writer's Craft	Third of the Way Survey Sign up for Mini Lessons	9.7k, 9.4s, 9.6s

7	Feb. 24	Developing Strategic Writers	Grammar Quiz	9.7k, 9.4s
8	March 3	Narrative Writing	Reading Response Paper #2 (Due 2/28) *Possible minilesson week	8.2k, 8.3k, 8.4k, 8.5k, 8.2s, 8.4s, 8.6s, 9.7k, 9.4s
9	March 13	SPRING BREAK: NO CLASS		
10	March 17	Poetry Writing	Field Observation and Analysis of Writing Instruction *Possible minilesson week	8.2k, 8.3k, 8.4k, 8.5k, 8.2s, 8.4s, 8.6s, 9.7k, 9.4s
11	March 24	Opinion/ Argumentative Writing	*Possible minilesson week	8.2k, 8.3k, 8.4k, 8.5k, 8.2s, 8.4s, 8.6s, 9.7k, 9.4s
12	March 31	Informational Writing	Reading Response Paper #3 (Due 3/31) *Possible minilesson week	8.2k, 8.3k, 8.4k, 8.5k, 8.2s, 8.4s, 8.6s, 9.7k, 9.4s
13	April 7	Differentiating Writing Instruction for All Learners	*Possible minilesson week	8.1k, 8.6k, 8.7k, 8.3s, 9.7k, 9.2s, 9.4s
14	April 14	Writing Conferences & Assessing Writing	Grammar Quiz *Possible minilesson week	8.9k, 8.1s, 8.3s, 8.7s, 8.8s, 8.10s, 9.1s, 9.4s, 9.5k, 9.7s
15	April 21	Technology in Writing Instruction & Writing Across the Curriculum	Reading Response Paper #4 *Possible minilesson week	8.8k, 8.5s, 9.4s
16	April 24	Finals & Celebration of Writing!	Writing Portfolio Due	

